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ANNUAL REPORT OF THE SUPERINTENDENT • 1953-1954



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PUBLIC
SCHOOLS



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*ANNUAL REPORT
OF THE SUPERINTENDENT
TO THE SCHOOL COMMITTEE*

DENNIS C. HALEY, *SUPERINTENDENT*

BOSTON PUBLIC SCHOOLS
BOSTON, MASSACHUSETTS

1953-1954



6347.30



WILLIAM F. CARR

Organization of the

SCHOOL

WILLIAM F. CARR,
MARY K. FITZGERALD
JOSEPH LEE



MARY K. FITZGERALD

OFFICERS OF THE

DENNIS C. HALEY,

Assistant

FREDERICK J. GILLIS
D. LEO DALEY
PHILIP J. BOND



JOSEPH LEE

AGNES E. REYNOLDS

Secretary

JAMES S. REARDON
Schoolhouse Custodian

Ent. - 1955
Sept. 7, 1955

School Committee

COMMITTEE

Chairman

LOUIS F. MUSCO

MICHAEL J. WARD

LOUIS F. MUSCO



SCHOOL COMMITTEE

Superintendent

Superintendents

EUNICE C. HEARN

FRANK J. HERLIHY

WILLIAM H. OHRENBERGER

MICHAEL J. WARD



HENRY J. SMITH

Business Manager

CHARLES B. McMACKIN

Engineer

DENNIS C. HALEY



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Foreword

It is with proper pride and a deep sense of satisfaction that we look back on the accomplishments of the Boston Public Schools in the past year—1953-54. It is also with a keen appreciation of the forces which have made such a successful year possible—the cooperation of the parents of our fine children, the sympathy and encouragement of both the instructional and noninstructional groups of our system, the friendliness of press, radio, and television elements—that we look fondly on our laurels and pledge ourselves to even greater accomplishments in the beckoning years.

The personnel of the Boston School System is aware of two fundamental facts—the quality and ability of the youth entrusted to its care and the challenge of a modern world that is ever-changing and demanding new forms of approach and completion. These situations will be met and mastered as they present themselves, and there is nothing in the appalling category of the atomic age that will give us pause or cause us to falter as we prepare our youth to meet the demands of their future.

The centuries past have taught us that certain characteristics will make an individual capable of meeting even the gravest of emergencies. To equip that individual properly the Boston Schools have seen to it that he is developed spiritually, mentally, culturally, and physically, so that he may look on most matters of perturbation with a philosophic eye and reach decisions calm and prudent. The personnel of the Boston School System is ready; the equipment is modern and adequate; your children will be true reflections of an alerted and competent educational system.

In this report you will be presented pictorially with merely a cross section of the multiple and variegated activities of an up-to-date school system. The material is presented in a purposeful style so that you will see action pictures at all the levels of instruction—kindergarten, elementary, junior high, senior high, evening schools, evening centers, etc.—and these further subdivided into arts and sciences, commercial, trade, fine arts, physical education, special classes, religious education, and services. The pictures will speak for themselves.

The general purpose of this report, however, is to show the parents of our youth how we are endeavoring to prepare their cherished sons and daughters to take their suitable places in life, to live in unity and amity with their neighbors of all nations and creeds, and to make themselves living examples of the democratic spirit which is the truly American concept of life.



Pupils enter the new Fairmount Elementary School.

We Start the Long Climb

Education is usually presented to us figuratively as a long climb up a steep mountain with narrow, winding roads. It begins with the kindergarten, proceeds through elementary school, junior high school, high school, college, university, and actually never ends this side of eternity.

Kindergarten is the first step away from total parental influence — the breaking of the apron strings and possibly the heart beneath the apron. But it is all in the plan of progress, and schools await the opportunity to set aright the first steps of the child and guide him on to happiness and success.

At first the child may be bewildered, tearful, even rebellious, but the patient teacher soon acclimates him to his new surroundings: the presence of other children of his own age, the existence of interesting objects about him, the mystery of the simple things, and the attempt to try something constructive appeal to his fancy.

Well begun is half done, and the child is on his way up that ever-changing, winding road that will be his for many years. A guiding hand will ever be in his; his talents and special abilities will be noted as he progresses; his physical well-being will be closely scrutinized; his spiritual welfare will be everybody's concern. He is on his way to a glorious education; he is in the hands of his secondary parents — his teachers.

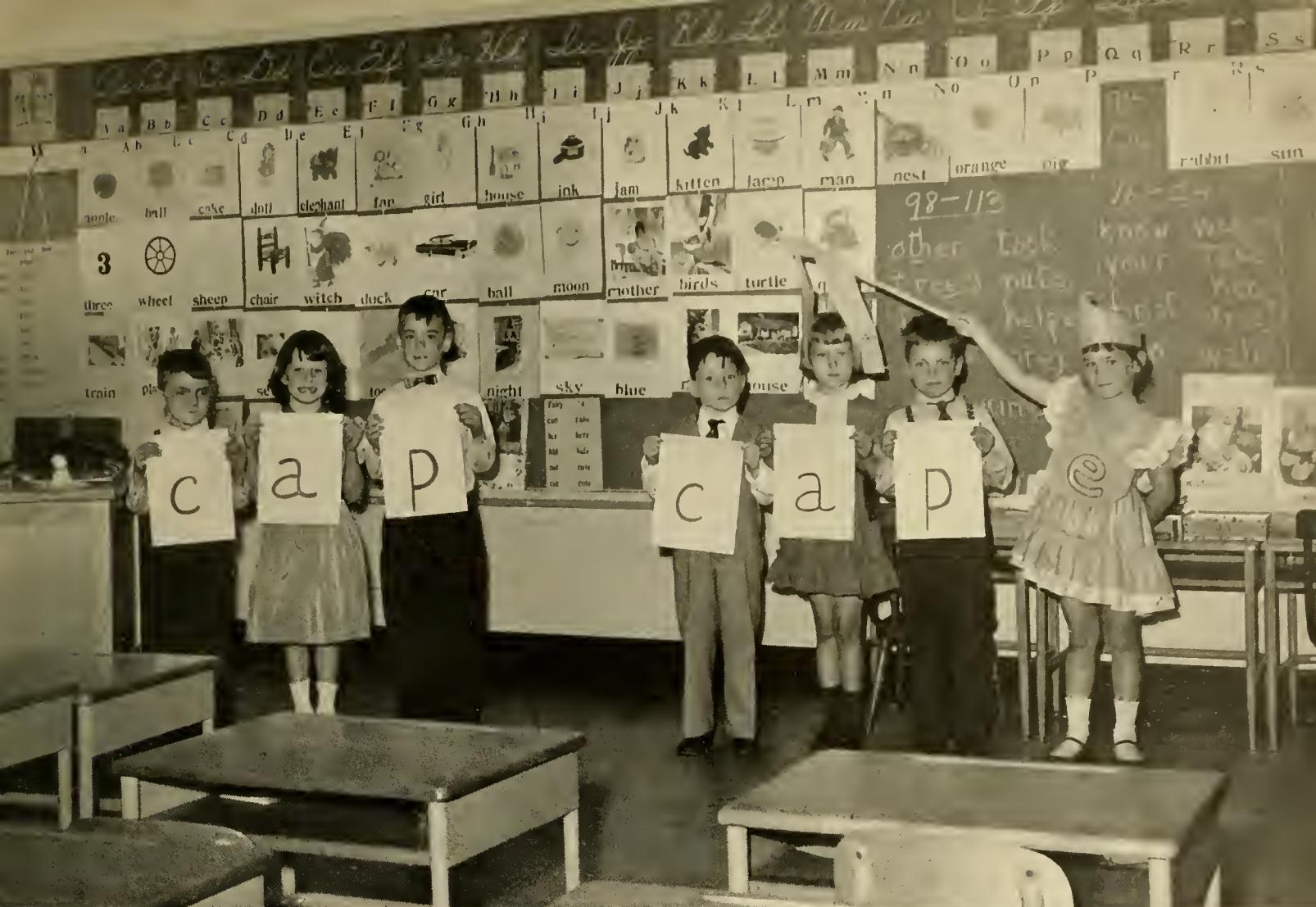


Pupils in the elementary school respond readily to lessons in child care (above). Children say "Grace before Meals" suitable to all denominations (below, left). Finger painting is a fascinating medium for creative expression (below, right).



On We Go

READING FOR MEANING

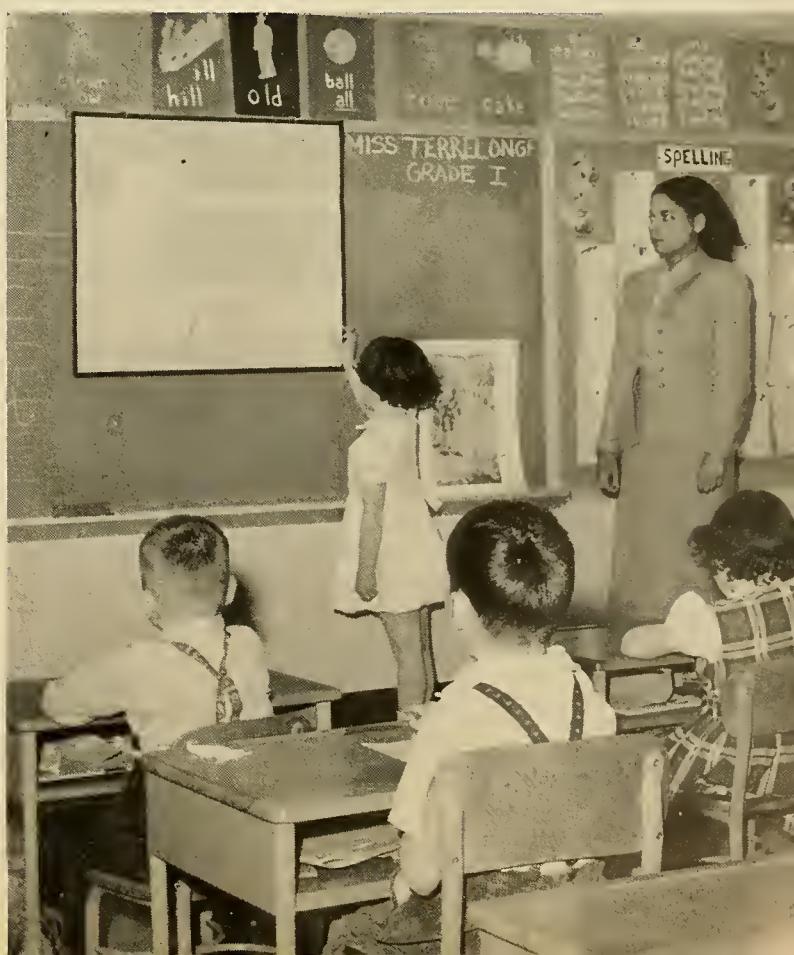


Group participation and games are often used to enrich instruction in the early reading classes (above). Blackboard work and colored charts are common aids to increased skill in spelling and reading (below).

We Meet the "Three R's"

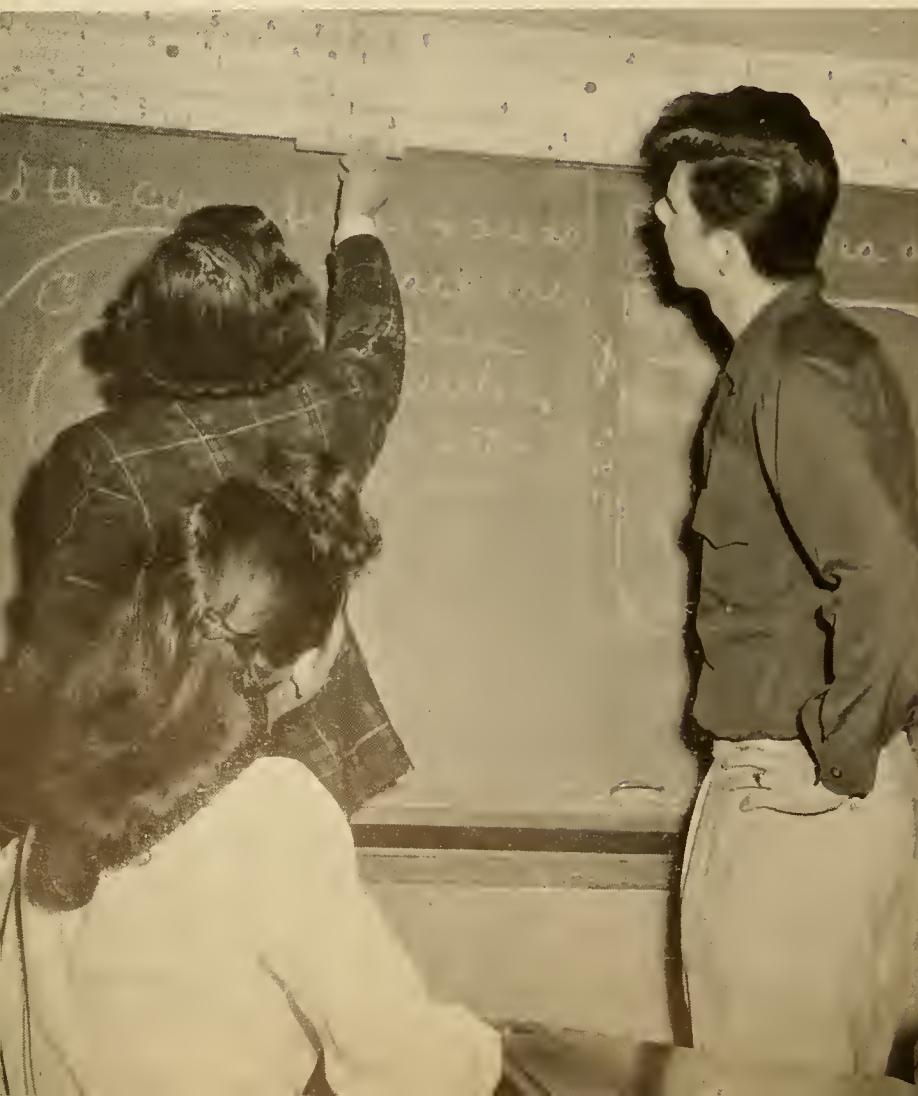
Kindergarten introduces the pupil to the atmosphere of school, and so the step to the elementary grades is not too difficult. At this point the "three R's" make their important bow — reading, writing, and arithmetic — which are presented in a manner consistent with the age in which we are living. Visual aids of all kinds are used to impress the minds of the pupil and thus deepen the effect of the instruction.

In time the curriculum presents such subjects as the study of nature as a stepping-stone to science, geography on a one-world basis, history in all its significant phases, literature with its illimitable wealth, music, household arts, hygiene, and even the first gestures in the fascinating field of industrial arts.





Elementary school pupils readily see number combinations on the abacus (above). High school pupils advance to the intricacies of the slide rule (below).



From Abacus to Slide Rule

The first steps in elementary education naturally are reading and writing. Then comes perhaps the most practical of the "three R's"—numbers.

We use the old-fashioned expression "numbers" because it represented all things mathematical in the minds of our ancestors. To them it meant addition, subtraction, multiplication, and division. Later, with the development of our modern educational system, came the high school subjects—algebra, geometry, trigonometry, and possibly calculus.

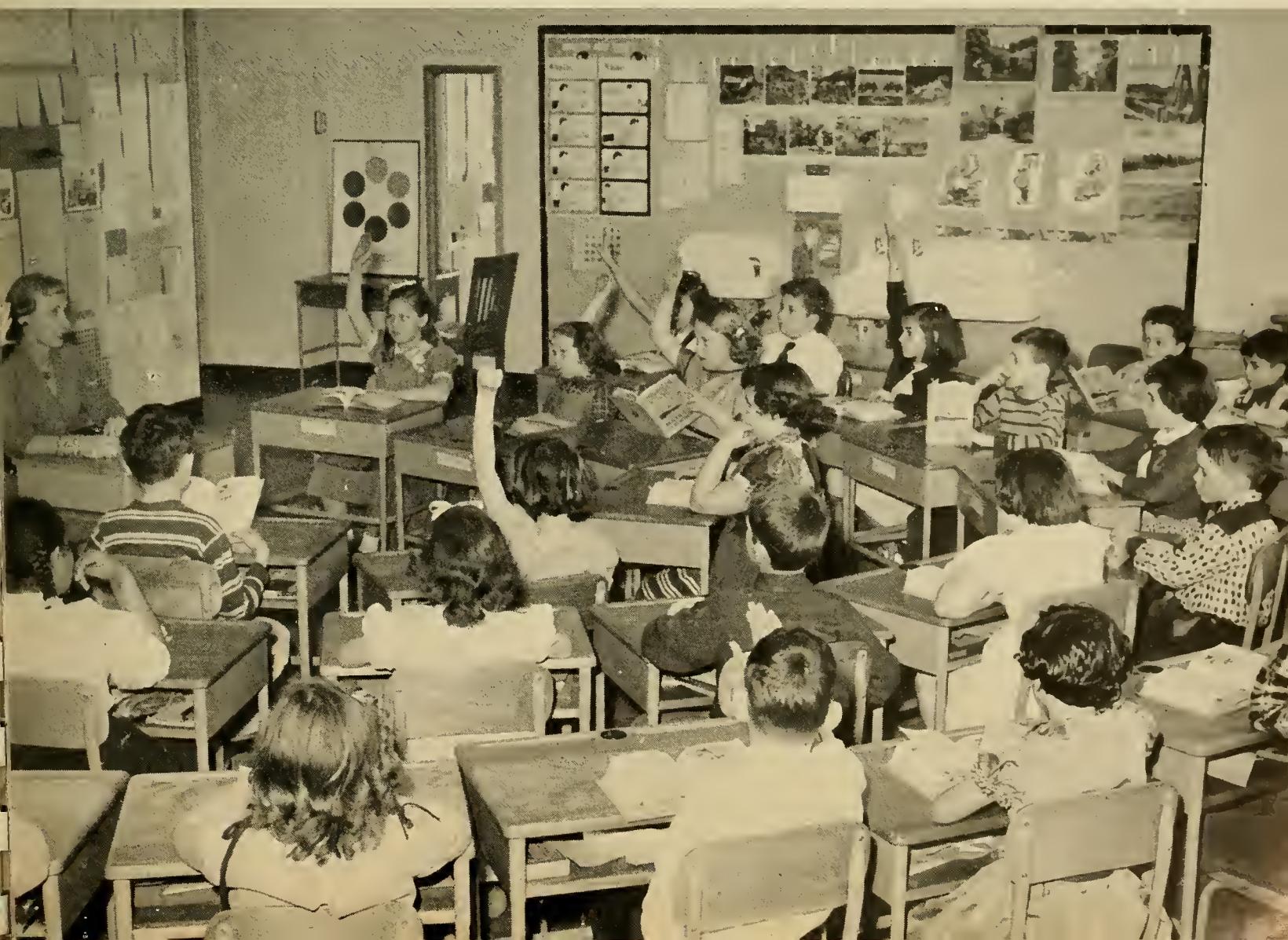
From the simplicity of the first-grade abacus to the mastery of the miracles of the slide rule, the tempo has been steady and progressive, as the Boston Public Schools have kept pace with the demand for proficiency in mathematics in the preparation of their students for the expanding frontiers in all areas of modern professional, industrial, and business life.

Democracy in Action

Although character and citizenship training have long been important elements in the course of study for all grades, a new and expanded program in civie education was established in 1952 as the first of its kind in the Commonwealth. Already in effect for the third year in Grade IX, the course will eventually present and apply principles of demoeratic thought and action in every subject at every level of the curriculum. Pupils will employ community resources even more extensively than at present and will enjoy even broader opportunities to know and to appreciate at first hand our democratic institutions through visits, through personal observation, and through participation in such programs as Student Government Day and the Student Exchange Program.



Student Councils provide training in self-government and in the practices and procedures of democratic living (above). Classes in social studies are frequently arranged in the Forum form used by the United Nations (below).



Let's Go Places and Learn Things

Christopher Columbus gave the thinking world its first jolt when he said things were not so flat as they first appeared. He was referring to the formation of the earth, and he proved his theory by his many trips in discovering the Americas. Then for many centuries we talked in terms of hemispheres, which were half worlds; but today we have come into our own with expressions such as "global" and "one world." Continents, islands, oceans, seas — all of God's created world seems to be at our doorsteps. This has been brought about by the vastly improved means of travel such as the airplane and the jet plane. Geography has become a greatly expanded subject. Keeping apace with the growth of geographical knowledge, the classes of the Boston School System have been enriched with modern equipment and devices. Globes, maps, and other aids are in profusion in both geography and history classes. A pupil has but to lift his eyes to see the beauty of imitated stained glass windows of ancient cathedrals or follow the Appian Way on its lengthy course.



Other lands and other customs are brought closer to pupils by exhibits of native art, dress, and products (above). Maps, globes, and stained glass window effects enhance the interest of this geography class (below).



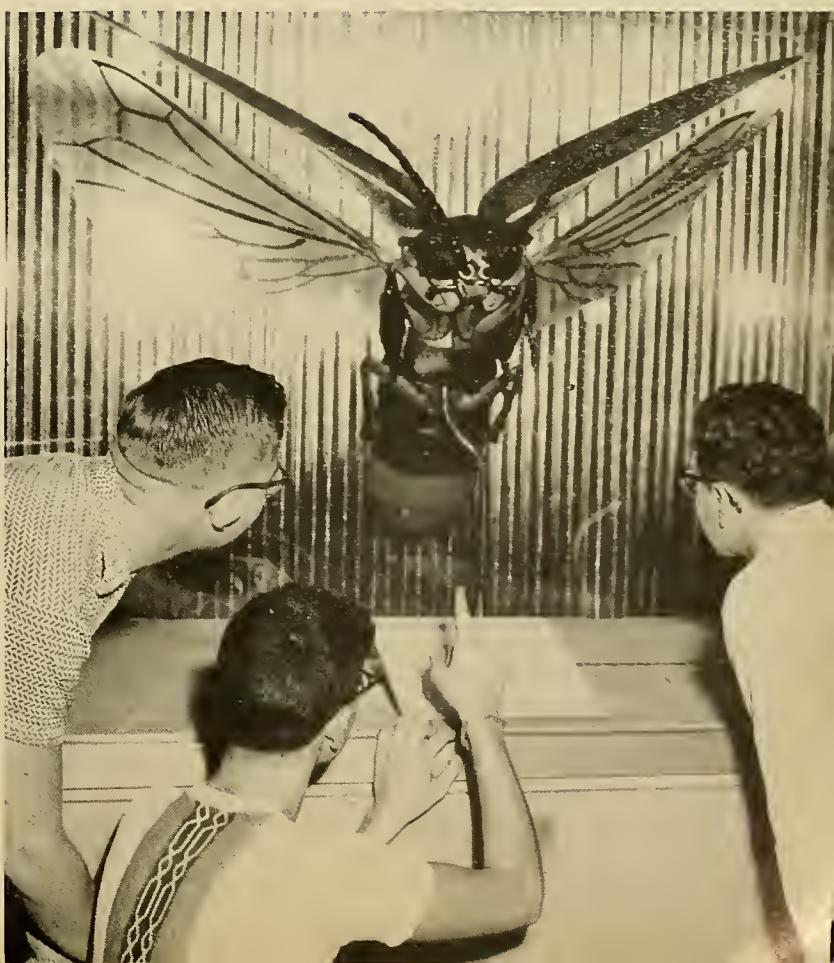


Elementary science class observes butterfly emerge from cocoon (above). One of the many unique exhibits at the Museum of Science is a magnified firefly with push button that lights up tail (below).

Science Opens Many Doors

The Boston Public Schools are alert to the demands of the scientific age in which we live. Special programs such as class visitations to the Museum of Science supplement the preparation of the pupil for formal training in general science in the junior high school. Senior high school completes the science cycle with such subjects as biology, botany, chemistry, physics, astronomy, and study units on atomic energy. Science clubs provide opportunities for further study of classroom subjects.

A strong stimulus to creative and applied work is the annual Science Fair, with separate competitions for junior and senior high school pupils. This program reaches into every school and science class from October to April, when more than 300 of the best exhibits, previously chosen from every school, are placed in the final competition. Boston Public School pupils have frequently won awards in similar competitions on a state, regional, or national basis.





Art Education

Interest and accomplishment in art education have shown steady increase during recent years as a result of constant emphasis on creative ideas according to individual needs, interests, and abilities. Expression of individual ideas is encouraged in all grades — not only in connection with basic principles of instruction, but also in the preparation of posters, murals, illustrations of stories, and third-dimensional interpretations.

Creative ability is further stimulated by treasure hunts, in which pupils visit museums and art centers to obtain ideas for adaptation and application to modern living, and by classes conducted at the Boston Museum of Fine Arts for talented pupils and paid for by the City of Boston.

During 1953-54 Boston Public School pupils made thousands of posters for use in various civic programs, won several hundred awards for accomplishment in art — four in national competition — and prepared thirty large paintings illustrating phases of American life to be exhibited in Europe.



From kindergarten through high school every pupil in the Boston Public Schools receives the opportunity to paint and draw (*left*).

An informal high school group carries on individual creative projects in commercial art class (*above*). At the Boston Museum of Fine Arts daily and Saturday morning classes offer special training in the real atmosphere of art (*below*).





Well-matched competitors vie for victory in this strong and thrilling finish of a major track contest (above).

Leader of best regiment in Annual Street Parade receives Railroad trophy in presence of Chairman Carr of the School Committee and other prize winners (below).



Building Strong Bodies

There is hardly a year in the huge physical education program of the Boston Public Schools that something new is not added. Last year for the first time the girls from the Horace Mann School for the Deaf were taught swimming at the Cabot Street pool. At the Curtis Hall pool a cross-country swimming race was conducted for junior high school girls. For the first time victrolas were supplied for the rhythm and dance classes of the elementary schools. In the elementary schools fall and spring schoolyard games and winter rhythm and dance programs continue to supplement classroom physical education. Junior and senior high school skill-testing programs enable pupils to measure achievement and acquire skills to be applied in intramural and interschool games. Good posture is constantly stressed at all levels.

The after-school sports program for girls aids the in-school physical education curriculum. This program includes swimming, life-saving, winter basketball and bowling, golf, tennis, and volley ball.

The athletic program for boys offers football, cross-country track, intramural golf, and tennis in the fall; track, basketball, and hockey at all levels by age and ability in the winter; and baseball, outdoor track, golf, and tennis in the spring. A championship football game was played the week after Thanksgiving for the first time; and Boston high schools participated in state-wide competition in basketball, hockey, and track.

All athletic contests are attended by a physician and refereed by certified officials. Equipment is the best obtainable. Our system of purchasing under competitive bids has interested other great school systems, and our athletic injury plan is one of the best conceived and administered in the country, giving maximum coverage to each boy who comes under its direction.

The ninetieth anniversary of Military Drill in the Boston Public Schools was



"Grand Right and Left", one of the many physical education activities in the elementary schools, is demonstrated by pupils of Grade VI. Swimming is a popular activity among pupils of the Boston Public Schools because of the many fine pools available throughout the city (*below*).

observed this year. For the purpose of judging proficiency in the Annual Street Parade, school regiments were divided into three groups according to the number of cadets from the various schools. Beautiful trophies were presented by the Railroad Community Committee of Greater Boston to the winner in each group.

Ninety schoolyard playgrounds were operated by the Department of Physical Education for fifteen weeks during the spring and summer. One yard was used exclusively for crippled children, who were transported by taxi to and from the playground and directed for five hours daily by a nurse, an occupational therapist, and three playground teachers in a program which included games, storytelling, dramatics, music appreciation, and handcrafts.





Sign painting



Upholstery

Work is Our Field

The elementary work of the Department of Industrial Arts, using paper and cardboard as the principal materials in Grades IV and V, has continued to stress increased student planning in individual and group undertakings and to provide knowledge of materials, good work habits, creative planning, craftsmanship. The usual electrical, machine, printing, sheet metal, and woodworking shops have continued in the junior high school grades. There has been a 5 per cent increase in the number of students taught, which has maintained our average of 13,100 pupils annually for the last five years. The general standard of shop appearance, economical use of materials, and standard of workmanship has risen. Better teaching is generally evident.

The practice of exhibiting currently made products of the shops is growing, and space to show the articles is gravitating toward each shop. This practice offers a wholesome stimulus to all pupils. It is gratifying to note that permanent school exhibits are being maintained where possible. Favorable comment when Parent-Teacher Associations meet and father or mother see their son's work is comforting. The permanent display of Grade IV and V work at the Thomas N. Hart Workshop has also brought commendation from elementary school teachers.

In the high schools the cooperative-industrial courses are filling their need well. Graduate placements are still kept at the high average of 94 per cent. The control of admissions and placement according to demand and merit are bound to give satisfactory results. Follow-up of graduates for the last five years has been going on—particularly in the agricultural course at Jamaica Plain High School. The results show a continuance in the trade trained for as well as advancement over the years.

School gardens, as well as the Woburn project, enjoyed a very successful year. There were

approximately twelve acres under cultivation. The yield in estimated dollar value approached \$19,000, of which all the products were distributed to the families of children who worked the ground. At the exhibition in August at Horticultural Hall of products from children's gardens, Boston pupils won 400 of the 519 prizes awarded, or 77 per cent of the total. In competition later, in October, with adult professional gardeners a vegetable display was set up by some of the personnel and children from the Woburn garden. This exhibition was remarkable and won the highest award given by the Massachusetts Horticultural Society—a gold medal. Such accomplishments have been noted as periodic by some good people who are interested in garden work and in children. One such person has established a trust fund at the Massachusetts Horticultural Society from the proceeds of which milk will be supplied to Boston children working at Woburn annually during the garden season.

The yearly contribution of scrapbooks, toys, ash trays, cribbage boards, etc., to the Red Cross for Christmas distribution to children and veterans in hospitals was unusually large this year. It brought commendation from the Red Cross Headquarters. An honorable mention was granted a Dorchester High School boy for his entry in the national Industrial Arts Awards contests. More will be entered this year. Slowly but surely recognition is being accorded the accomplishments of some of our pupils.

Boston contributed to a survey of facilities for teaching printing in the Metropolitan Boston area which was conducted under the auspices of the State Department of Education. Our facilities and training were considered excellent. The committee is still active and soon should make a final printed report on facilities available and needed to further the work of the printing industry in the metropolitan area.



Machine Shop



Woodworking

From Nails to Needles

At the Trade High School for Girls supervised out-of-school experiences and home projects are planned to help pupils with their personal home and community life. Due to the demand for skilled workers in the needle trades, pupils in the junior class, as well as those in the senior class, began their work experience last fall. Yet the school has been unable to fill the requests of all employers for workers.

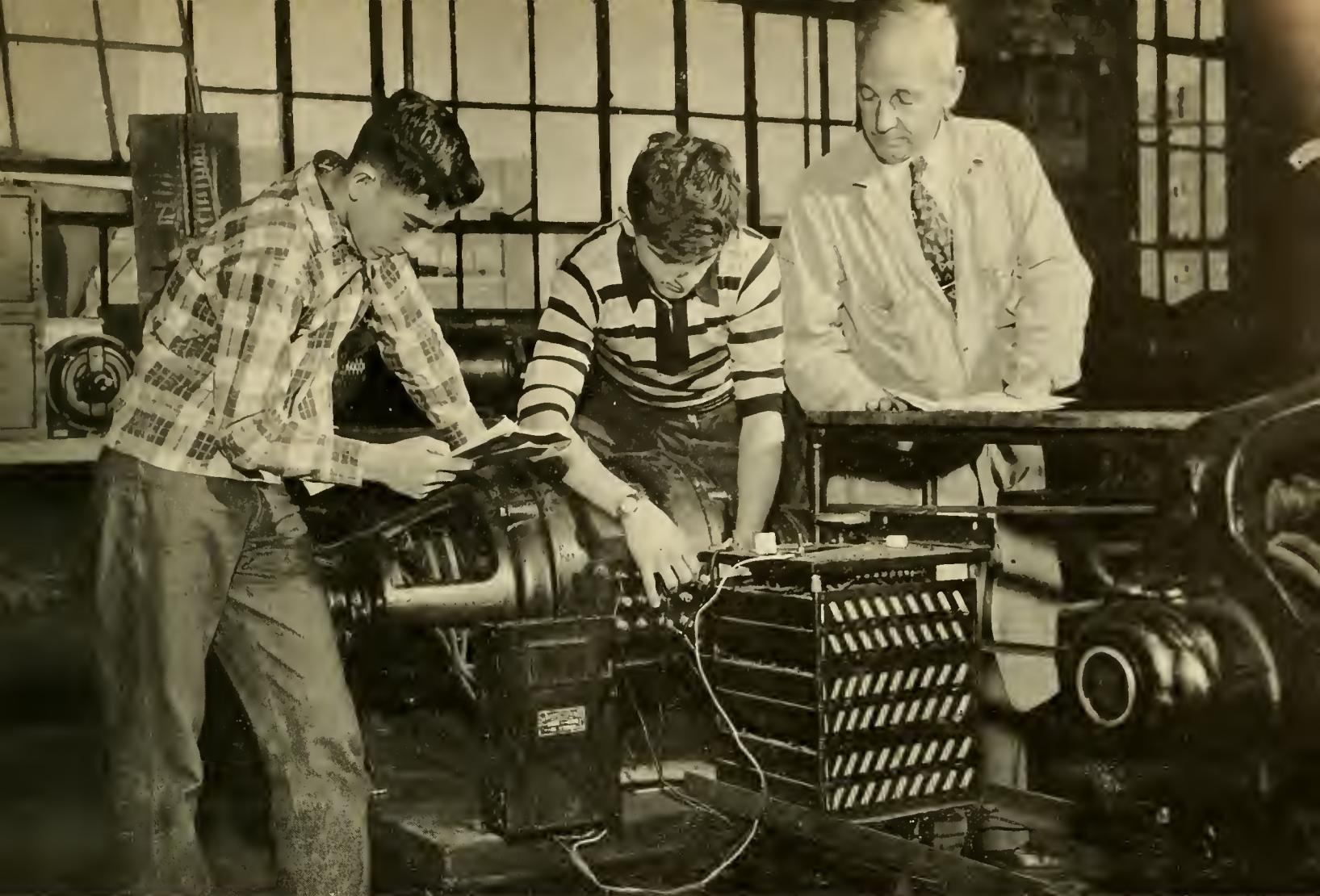
Last September a Day Household Arts Division was established at the school, its major objective being to train the "Future Homemakers of America." The curriculum, concerned with the fundamental values and problems in the several aspects of home-living and home-making, provides courses in foods, clothing, care and guidance of children, care of the sick and first aid, and maintenance of satisfactory personal and family relationships.

Twenty-eight student nurses from the Peter Bent Brigham Hospital were enrolled in a twelve-week unit course at the Trade High School for Girls. The course, first offered in 1952-53, concentrated on cooking for convalescents and invalids.



Realizing the importance of care of hands and hair, the Trade High School for Girls teaches Manicuring (above) and Hairdressing as major specialties. Pupils purchase material, make and wear their own economical, stylish dresses, and display them at graduation and special style shows (below).





In the Electrical course, basic principles are applied to every phase of home and industrial installation and service (above). Members of Agricultural course at Jamaica Plain High School put finishing touches on landscaping exhibit which won major award at the Spring Flower Show (below).





Boston Public School S
Joseph A. Tronga
and High School G
Jordan Hall, Mi

We are the Music Makers

To bring the best in music to all pupils of the Boston Public Schools continues to be the aim of the Music Department. The mean and the extreme have been reached in all classroom groups, and each child has been given the opportunity of self-expression.

Great public service is given by the Music Department to various communities in the form of vocal and instrumental concerts — National Education Week — Boston Common Civic Celebrations — Jordan Hall Orchestra and girls' chorus group — Boston Public School Symphony Band — Boston Public School Junior Orchestra — and James P.



Symphony Orchestra
Conductor
Glee Club
26,1954.

Timilty School Glee Club. The Boston Musicians' Union offered and presented two excellent concerts on the professional basis to the students of Dorchester High School and Hyde Park High School. Veterans in hospitals heard our music.

In general, the emphasis is on vocal music, and in the early grades attention is given to the use of the so-called social instruments: tone-bars, small drums, bells, tambourines, wood blocks, triangles, and castanets. The epitome of public school presentations in Boston is the Jordan Hall appearance of the Symphony Orchestra and Chorus and the Symphony Band. These final offerings are the summation of another year's superb achievement.



We Learn Home Management

The Home Economics Department of the Boston Public Schools has emphasized in its teaching the nutritive value of food in order that it may help the pupils in purchasing and preparing food more economically. At the same time, pupils have been encouraged to practice thrift also in the use of time, strength, and home equipment.

"Child Care" is another offering of the Home Economics Department in its training program in family relationships. From the fourth grade of the elementary school through the tenth grade of the high school pupils are given instruction in this subject, and there is probably no greater attraction for girls than this fascinating field. The steps are slow and simple—guarding the baby, bathing the baby, preparing formulas, holding the nursing bottle, and directing child behavior.

Today's kitchen is important not only for its beauty but also for its savory products and economy in their selection and preparation (above). The course in Child Care offers excellent training in preparation for home management and family life (below).



This course purposes the giving of a real appreciation of the value of a child to its parents and awakens in the girls their own responsibility to return love, service, and loyalty to their own parents. This training develops an awareness of their duties toward young children and deepens the reverence for motherhood.

Nearly 40,000 clothing projects were completed this year in home economics classes. To promote right attitudes which enrich family and social life, pupils were encouraged to make clothing for family members and for the Red Cross as well as for themselves.

With the present shortage of nurses for the care of the sick and elderly at home, the need for training in home nursing has become acute. To help solve this problem, 25 teachers of home economics completed a refresher course in home nursing under Red Cross auspices. This course enabled teachers to give pupils the benefit of modern techniques in home nursing, to prepare them for work in this field, and hopefully to inspire some to take up nursing as a career.



Fitting is one of the very important operations in the production of a dress (*above*). Teachers of Home Economics observe the inhalation treatment with improvised equipment in Home Nursing course for Red Cross Certificate (*below*).







In the High School Retailing Room, pupils of the Merchandising Course gain experience under simulated business conditions (left). Seniors of the Cooperative Training course are trained on the job by office supervisors (above). Cooperative course student learns organization of a large insurance office by taking her turn in delivering mail (below).

On the Job at the Job

Under the Department of Distributive Education last year ninety-seven seniors took the cooperative merchandising course at the Dorchester High School, East Boston High School, Jamaica Plain High School, and Roxbury Memorial High School (Girls). Each pupil earned approximately \$900 during the year.

In the cooperative office training course sixty-four seniors were enrolled in Charlestown and Dorchester High Schools, each earning about \$600. This program gave pupils a month of on-the-job work experience under the supervision of the school. Fourteen high schools released 821 pupils for work in the Boston stores during December. They earned \$107,338.52.

At Jamaica Plain High School merchandising pupils are trained in a modern Retailing Room. The old-type classroom and procedure have disappeared, and pupils learn job skills realistically by building displays, making signs, keeping stock, and selling.





The Certifying Office is always a busy spot, issuing certificates and permits to pupils for part-time or permanent employment (above). Guidance Counselors have helped thousands of students to select vocational activities best suited to their abilities (below left). "How to Choose a Career" is one of the many special displays presented in school libraries to supplement school programs and activities (below right).



Everybody Cooperates

Although responsibility for enforcing attendance laws, issuing work permits and licenses, and providing guidance, adjustment, and placement services is divided among various departments and divisions, all work cooperatively for the maximum benefit of the individual child. The attendance supervisors investigate all reported cases of nonattendance, making home visitations and advising and assisting parents and principals. Last year 35 supervisors made 37,344 investigations. In 110 cases special conferences were held to forestall, if possible, contemplated court action. Supervisors also patrol the theatre district during school hours. There were 697 licenses issued by the Division of Licensed Minors, and 357 violations were heard by the Newsboys' Trial Board. Presently in effect are 1,852 licenses for newsboys, bootblacks, and street vendors.

The Division of Juvenile Adjustment investigated nearly 600 individual cases, 312 boys and 251 girls ranging in age from five and one-half to eighteen years. Of this group 341 were given extensive testing in cooperation with the Department of Investigation and Measurement. In the senior high schools 48,991 counseling interviews were conducted by guidance personnel, and 4,395 job placements were made. The Certificating Office issued 14,789 working certificates to pupils over sixteen years of age, 142 employment permits for children fourteen to sixteen years of age, and 45 home permits. Guidance and follow-up service was also given to 1,156 special class pupils, and 352 job placements were made. A feature of the guidance program was a forum on nursing for senior high school girls of the junior and senior classes.

Home conferences between cooperating parents and friendly attendance supervisors bring effective results (below).



keep you
visit you
eat good



STOREROOM



Doctors and nurses make a highly valuable contribution to the health of Boston's school children. Thorough examinations, daily visits, and nurses on the premises meet all possible emergencies (*left*). Handwashing is a required preparation for the mid-day meal. Low sinks are provided for pupils in the lower grades (*above*). Young America "weighs in" as school nurse assists in physical examination program (*below*).



Hygiene Enhances Health

A large staff of doctors, nurses, and medical aids protects the health of Boston's school children. School physicians visit every school daily to make physical examinations and to inspect children referred to them by the teachers. Last year 57,209 examinations and 186,240 inspections were made. Children with symptoms of oncoming diseases or already-established illnesses are directed at once to their family physician so that quick, adequate treatment may be rendered to the benefit of the child. Doctors and nurses immunize children annually against diphtheria and tetanus and also administer "booster doses" of diphtheria and tetanus toxoids.

The Department of School Hygiene also tests the vision of school children by the "Massachusetts Vision Test" and their hearing by the pure-tone audiometer. Follow-up work is done by school nurses. Dental work is also arranged by school nurses who accompany children to dental clinics. Sanitary conditions and lunchroom cleanliness are carefully watched, and the warmth and comfort of classrooms is under hourly surveillance.



The School Goes to the Pupil

During the period of a child's school life illness or accident may make it necessary for him either to remain in bed at home or to go to the hospital. He may be suffering from the effects of rheumatic fever, infantile paralysis, or from some other of the more than seventy diseases prevalent among children which will keep him out of the classroom for a period of more than two months.

When a child is thus handicapped for a long period of time, the Department of Home Instruction for Physically Handicapped Children is called upon to provide individual instruction in home or hospital. This instruction, based upon the regular program, helps the child to keep up with his classmates in school and, in many cases, to graduate with them. In addition, the department works with social agencies, schools outside the City of Boston, parochial schools, and hospitals.

In 1953-54 these services were provided for more than 750 handicapped persons ranging in age from six to twenty-one. More than two hundred of these persons came from sixty Massachusetts communities other than Boston, from other states, and from Canada, Europe, and South America. This number is smaller than formerly because the so-called magic drugs have reduced periods of hospitalization which must result in an anticipated absence of at least two months before home or hospital instruction is given. This year for the first time home instruction was offered by School Committee authorization to persons over twenty-one who were afflicted with cerebral palsy. As a result several adults have already acquired the training and skills to earn their own living. Beginning next year, the School Committee has agreed to extend the privilege of home instruction to persons over twenty-one who are afflicted with tuberculosis.



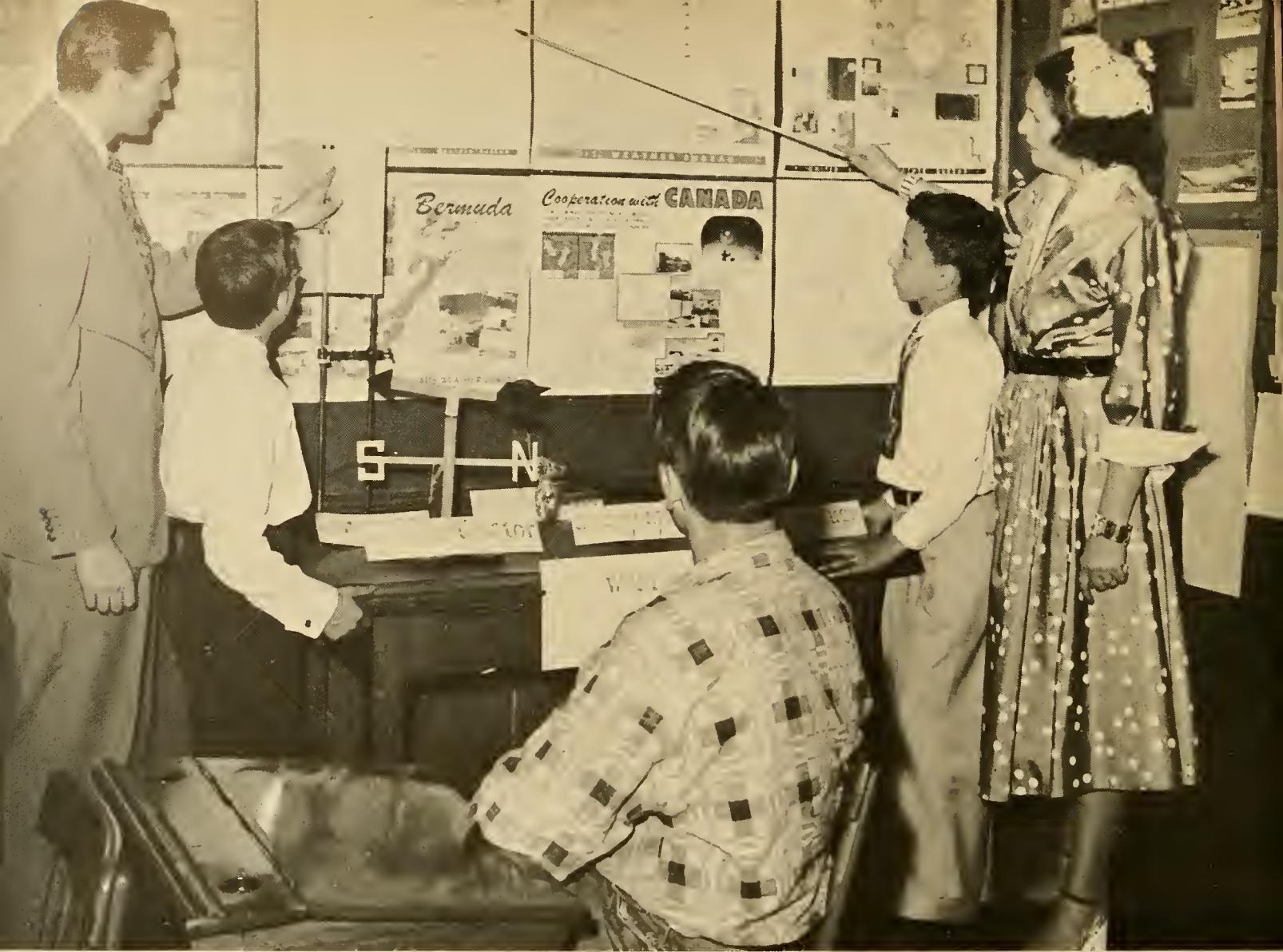
Learning to be Citizens

In addition to providing evening classes for immigrants in English, in preparation for citizenship, and in trades and crafts, for many years the Boston Public Schools have conducted the Day School for Immigrants, where classes are held both mornings and afternoons.

Thousands of immigrants and displaced persons have received such efficient training here that state and federal authorities have regularly commended the school each year for contributing so effectively to the social, spiritual, and educational adjustment of its students to American life. As a result of such an excellent record, the Day School for Immigrants was accepted this year as one of the authorized schools in which immigrants must enroll prior to admission to this country.

Three hundred students from thirty-five different countries were enrolled in this school in 1953-54. These students came from all parts of South America, Europe, Asia, Africa, and Canada. Several Japanese and German war brides, some of them the wives of former members of the school, were among those enrolled.

All benefited from the expanded recreational program which now includes such extra-curricular activities as games, dancing, and basketball. They benefited also from the recently established classes to prepare students for high school and college. The success of these classes has been indicated by the excellent marks which former students have since earned in regular high schools; all are on the honor rolls of their respective schools. Eight young men are currently enrolled in the high school preparatory program; three are being prepared for college, and one for West Point.



Classroom teaching is enriched by the techniques, methods, and advice of understanding supervisors (above). Special testing is employed at every stage of the education process to detect and develop individual talents (below).



Testing and Teaching

An invaluable aid to teachers and administrators is the testing and case study program of the Department of Investigation and Measurement, which last year administered 394,299 intelligence, aptitude, and achievement tests and conducted 3,234 case studies. Next year additional help will come from the Special Stanford Achievement Test Research Program, which will measure achievement at three different times during the second term. These expanding services are indispensable guides in grade placement, enrichment, remedial help, better social adjustment, and vocational guidance.

Teachers regularly receive the assistance of skilled supervisors in interpreting these tests and in employing effective, up-to-date methods, educational materials and textbooks, and auditory and visual aids to satisfy the varying interests, needs, and capacities of the individual child. Frequent curriculum revisions embody the best and newest methods and materials which have first been used successfully by skilled teachers in local classrooms.

Evenings Well Spent

Eighteen evening schools, offering elementary and secondary subjects, enable pupils who have had their day school careers terminated to take up and further their studies. They also serve those who wish to utilize their free time, to prepare for civil service examinations, to introduce themselves to a new trade or craft, or to make themselves more conversant with the English language that they may speak and write the native tongue with more assurance. The other source of evening education and recreation is the School Centers, which begin their season in early October in fourteen sections of the city. Forty types of activities were offered this year to the men and women of the community, and spring exhibits of the work accomplished were held in many Centers.



Woodworking (above) was one of the forty various activities offered to men and women in 14 school centers in 1953-1954. In evening elementary and high school classes throughout the city several thousand men and women took advantage of the opportunity to complete basic educational requirements for diplomas (below).





A Remedial Reading Class concentrates on a word analysis lesson (above). Pupil and teacher demonstrate use of the mirror in Speech Improvement Class (right).

Remedies are Sought and Found

The possession of good eyes, good ears, and good speaking organs is so important to happiness and success in life that the Boston Schools extend themselves to improve the conditions of all those pupils not so happily blessed with normalcy in these respects.

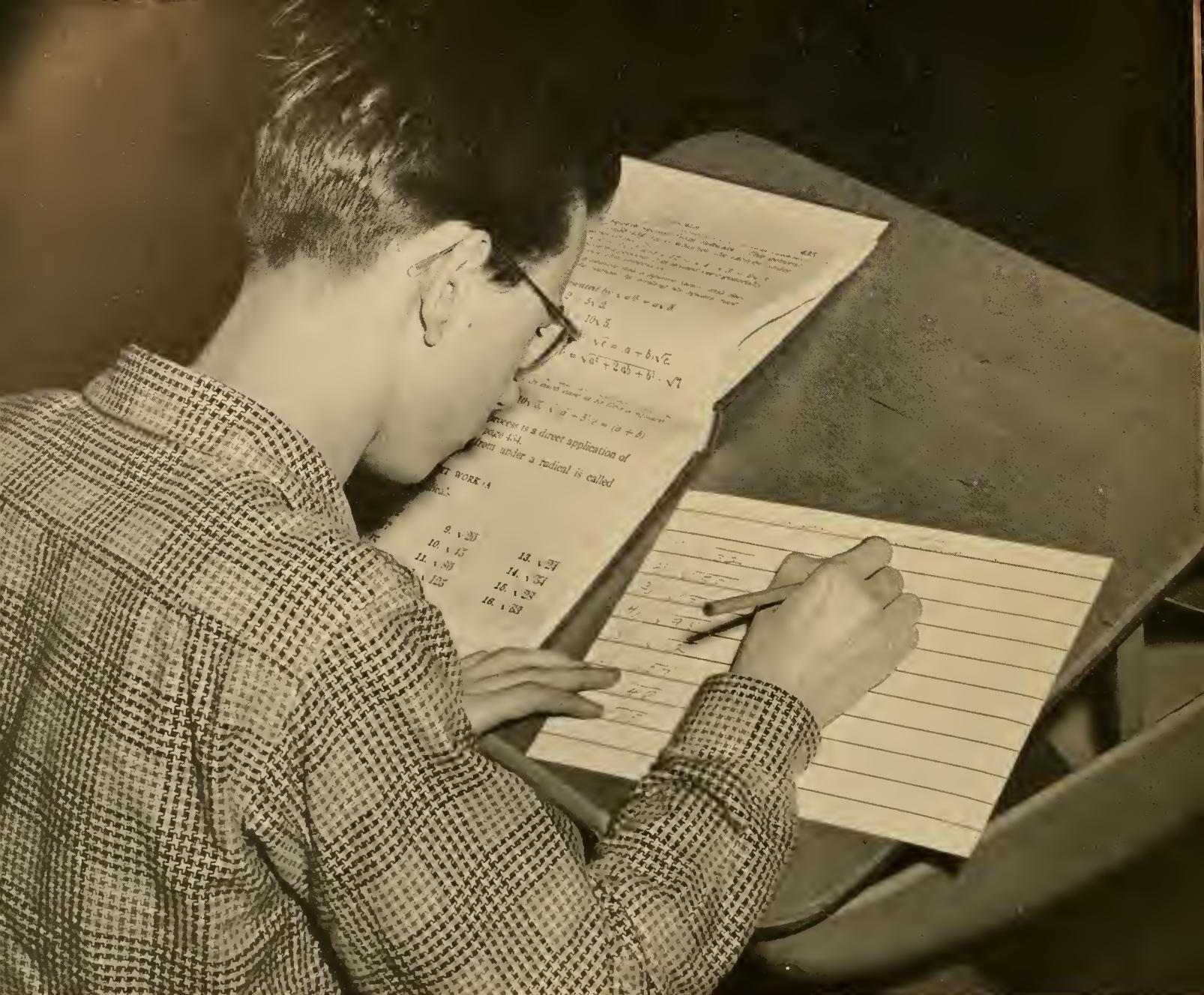
For those whose sight is faulty remedial reading classes are formed. In these groups large-type textbooks are made available, as are typewriters with large type.

Loss of hearing is another deficiency which is now being recognized and discovered at a much earlier age due to improved means of testing. After all possible medical and surgical help has been given, there are two remedial aids which are of immense value. The first is lip reading, and the second is a hearing aid wherever its use is possible. Lip reading not only alleviates the limitations of the deficiency itself, but it also develops the individual's personality. Suspicions are allayed, confidence is gained, and education and a vocation become realities.

In speech improvement classes the most modern methods are employed. Blowing bubbles, toy airplanes, or pin wheels has fun value, but to the teacher it is an effective therapeutic device for strengthening and controlling muscles of lips and cheeks, for developing flexibility of the lips, and, in cleft palate cases, for directing the air stream through the mouth.

The wall mirror is a visual aid. It enables the child to observe the correct position of the articulations in the production of sound, to see how sound is actually made, to compare the correct with the incorrect production, and to check progress in the mastery of good speech habits.





Among the many devices to help the partially-sighted children in the Boston Public Schools are texts with large type (above). This Boston Public School pupil records his thoughts on a Braille typewriter in New England's only class in that specialized field (right).

Lord That I May See

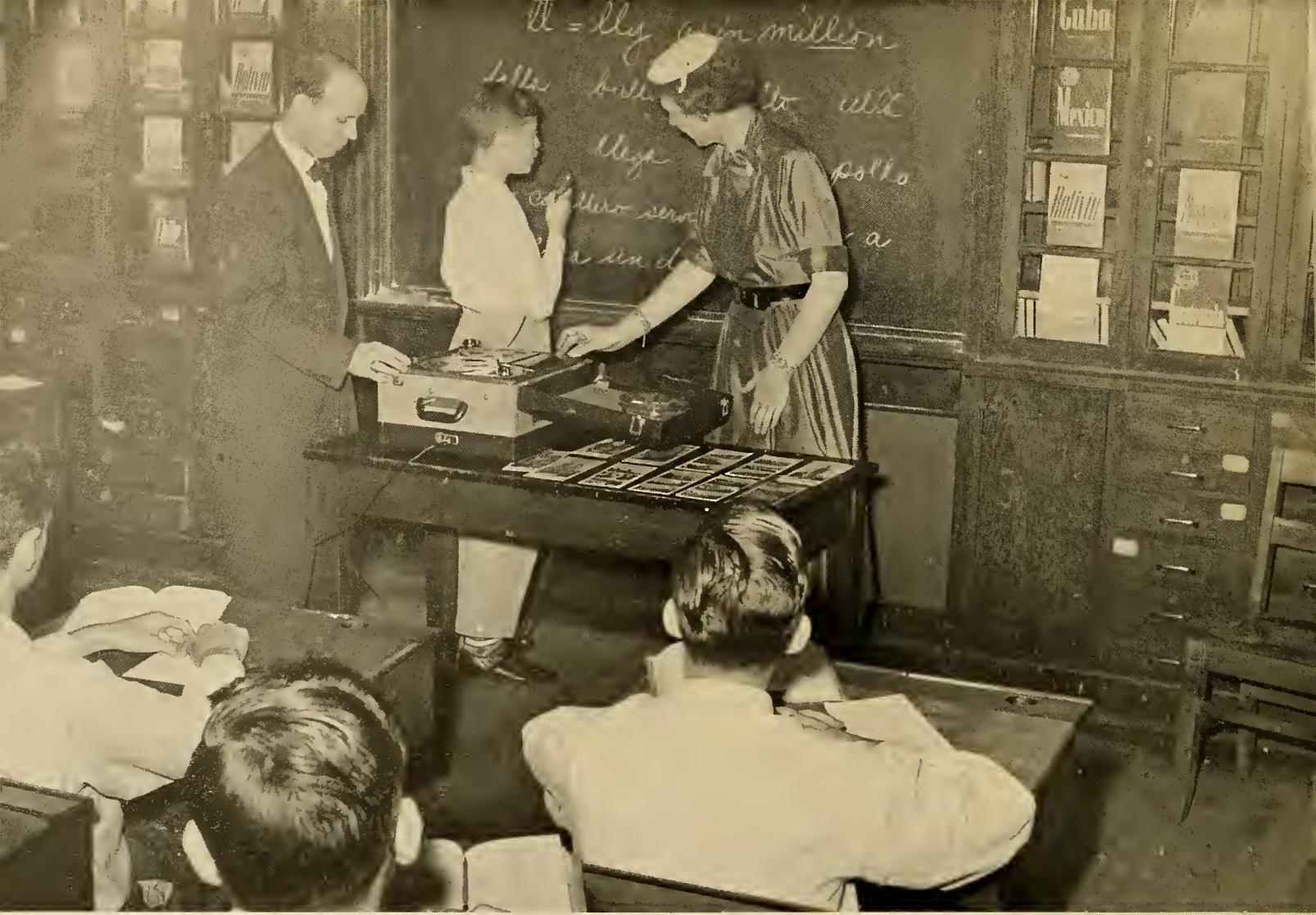
The educational needs of partially-sighted and blind children in Boston are now met by twenty-one classes for the partially-seeing and one class for the blind.

Pupils in sight-saving classes learn touch typing on bulletin type machines in the elementary grades. This skill is a valuable asset in preparing high school work, and later in the business world. During American Education Week public exhibits of the work of this department appeared in well-known Boston bank windows. Pupils in these classes are active in many other fields such as radio broadcasting, physical education exhibitions, preparing work for the Science Fair, and making field trips to the Fish Pier and Science Museum.

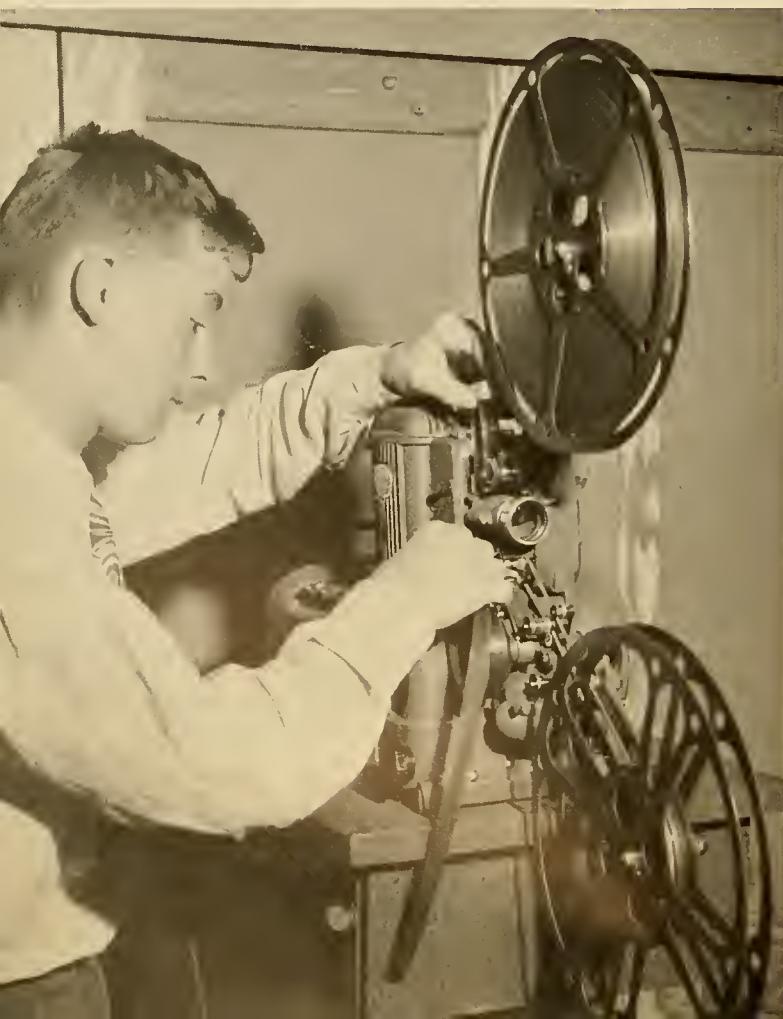
Perhaps the most interesting classroom in the whole City of Boston is the Braille class at the John Greenleaf Whittier School, the only one of its kind in New England. Here, in its second year of operation, the pupils are not segregated, but move about, run errands, and deport themselves like their seeing friends. The pupils learn to read and write Braille with ease, Braille books paralleling the reading books used in regular grades.

The class is filled to capacity and has attracted many visitors, particularly nurses, social workers, and others interested in this phase of public school work.





The tape recorder is one of the many aids made available by the Department of Visual and Radio Education for use in language and speech classes (above). Trained student operator threads film in projector for classroom showing of related motion picture (below).



Learning in the Modern Way

The Department of Visual and Radio Education continues to provide an increasing variety of pictorial and auditory aids and services to the entire School Department.

During 1953-54 more than 250 special programs, organized in terms of requests from classroom teachers, provided for weekly showings in all grades and in most subjects. Many other films were also distributed. Additional tape recorders and projectors for still pictures were supplied. General science kits for junior high school and exhibits in various subjects were widely circulated. Film slides were produced for class use, and photographs of interesting educational activities prepared. The Radio Workshop co-operated in the production of the various series entitled

WHAT'S THE GOOD WORD?
THURSDAY REVIEW OF LITERATURE
GREAT AMERICAN WRITERS
IT'S YOUR CAREER
YOUTH HAS ITS OPINIONS
GUARD YOUR HEALTH
LEARNING TO LIVE



Safety and Health

Safety education in the Boston Schools last year was emphasized by twenty-eight safety broadcasts over Station WMEX on Saturday mornings. The M-1 Safety Car appeared daily at some receptive schoolhouse. During Fire Prevention Week fire chiefs addressed school children on the removal of fire hazards. Seasonal circulars on safety made their annual appeal.

The new course of study in health education for Grades X-XII was completed during the year, and a committee is now engaged in revising the course for Grades VII-IX. All pupil accident reports were given careful study, and investigations were made when the seriousness of particular accidents required.

The American Red Cross First Aid Course was given to almost 12,000 pupils in the junior and senior high schools. A course for teachers in "First Aid and Accident Prevention" enabled many to receive their authorizations as National Red Cross First Aid Instructors.

Junior fire fighters participate in prevention program with local captain (above). Pupils follow with interest demonstration of the use and operation of a wall alarm (below).





Superintendent Haley and Chairman Carr of the School Committee present awards to winners of the Samuel Gross Davis Fund.

Gifts for the Worthy

Through the diligent efforts of School Department personnel and the generosity of philanthropic individuals and groups there has been steady growth in the number and value of scholarships and other awards for worthy and deserving pupils of the Boston Public Schools. Scholarship awards are usually granted on recommendation of the principal and a committee appointed by him to select nominees on the bases of leadership ability, character, scholarship, likelihood of success in college, and financial need to further education. This committee also reviews college performances of successful candidates who are awarded year-to-year grants to decide whether they merit continued assistance. Other awards, like the Samuel Gross Davis Fund Award for "kind good manners," are also granted annually. From 350 pupils receiving awards to the value of \$100,000 in 1950-51, the numbers increased to 560 pupils and awards worth \$244,000 in 1952-53, the latest period for which final figures are presently available.



State and city officials view the Boston School Department display on Education at the Massachusetts Industrial Exhibits at the State House (above).

Pupils chosen for character and cooperation in their particular schools are guests of the Red Sox management and the players (below).



School and Community

A fine spirit of mutual respect and cooperation marks the relationship of the Boston Public Schools with other branches of government and with professional, business, and community organizations. Such cooperation is most important in the preparation of pupils to understand and to contribute effectively to the life of the community and the nation.

An instance was the vote of the Boston School Committee to accept the offer of the Boston Red Sox to provide merit badges to boys in Grades VII and VIII who were most outstanding in fair treatment of others, most helpful, and most "on the level" in dealing with classmates and teachers. The merit badges entitled winners to free admission to ball games and the privilege of meeting the players.

Another instance was the participation of the Boston Public Schools in the Massachusetts Industrial Exhibits held at the State House during the summer of 1954. A large booth, prepared and decorated by the Art Department, most fittingly presented the history and development of education in the Boston Public Schools.

We Take the Schools to the People

Nation-wide attention was focussed on the programs, activities, and accomplishments of the Boston Public Schools during American Education Week of 1953, when the schools were brought to the people in an unprecedented and highly informative series of live demonstrations and displays in the windows and in the interiors of department stores, banks, commercial and industrial establishments, and chain stores. School bands and other musical groups gave concerts during noon hours in the heart of the shopping district; and open house nights drew thousands of parents and other interested adults to all schools where meetings and conferences between parents and teachers were enlivened by special exercises, demonstrations, and exhibits. Interest in the week-long program and in the work of the schools was heightened by the excellent coverage given by the daily press and radio, both in news and feature stories. Most widely publicized locally and nationally was the classroom held in the window of a large department store and viewed daily by 150,000 passers-by. Here the public could observe classes in action daily for two sessions of three periods of twenty-five minutes each, as volunteer pupils and teachers from various schools followed regular classroom procedures in public view. A public address system carried the voices of the participants to the spectators.

Live demonstrations by home economics and trade classes and scores of exhibits of pupils' work were presented in other windows. One store contributed seven windows for a historical educational series reproducing classroom scenes of one hundred years ago and commemorating the centenary of such historic Boston Public School contributions to education as the founding of the first girls' high school and the establishment of the first modern grammar school in the United States.

The entire School Department cooperated in the program with committees from every school doing research, preparing exhibits, and taking part in the various activities of the week, which truly brought the schools to the people.

A demonstration in a Boston department store window brings the classroom to the public who are listening through the loud speaker system.



CITY OF BOSTON
ADMINISTRATIVE SERVICES DEPARTMENT
PRINTING  SECTION